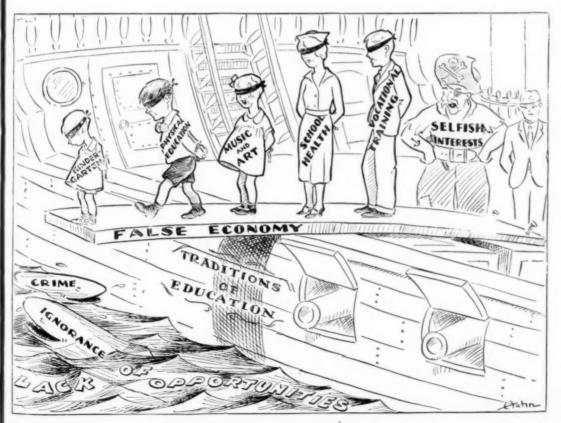
SCHOOL

Vol. XIX

APRIL, 1933.

No. 4



The Gangplank of Selfish Interests

SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XIX

APRIL, 1933.

No. 4

Published monthly, except June, July and August, at Columbia, Mo., by the Missouri State Teachers' Association as per Article VI, section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917, authorized May 17, 1921.

Annual membership dues \$2,00, 60 cents of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

Change of Address-If you have your address changed give old as well as new address.

GENERAL OFFICERS AND COMMITTEES, MISSOURI STATE TEACHERS' ASSOCIATION.

Next Meeting, St. Louis, November 9-11, 1933.

General Officers

Theo W. H. Irion, President, Columbia, Dean, Faculty of Education, University of Missouri; Miles A. Elliff, 1st Vice-President, Lebanon, Superintendent of Schools; Johnnie Rethemeyer, 2nd Vice-President, Maplewood, Teacher Lyndover School; Grover M. Cozean, 3rd Vice-President, Fredericktown, Superintendent of Schools; E. M. Carter, Secretary-Treasurer, Columbia, Secretary of Reading Circle Board, Advertising Manager of School and Community; Thos. J. Walker, Columbia, Editor of School and Community and Associate Secretary-Treasurer; T. E. Vaughan, Columbia, Assistant Secretary and Business Manager.

Executive Committee

Henry J. Gerling, Chairman, St. Louis, Superintendent of Instruction; Theo W. H. Irion, Ex-Officio, Columbia, Dean, Faculty of Education, University of Missouri; Mrs. Marie T. Harvey, Kirksville, Division of Rural Education, State Teachers College; W. J. Willett, Marionville, Superintendent of Schools; Jane Adams, Kansas City, Teacher, Paseo High School; Grace M. Shepherd, Maryville, Professor of Education, State Teachers College; J. F. Taylor, Kennett, Superintendent of Schools.

Legislative Committee

George Melcher, Chairman, Board of Education, Kansas City; E. F. Bush, Wellston; John W. Edie, Maysville; Anna M. Groseclose, Lancaster; Geo. L. Hawkins, Board of Education Bldg., St. Louis; P. J. Hickey, Madison School, St. Louis; R. V. Holmes, Nevada; B. P. Lewis, Rolla; George R. Loughead, Poplar Bluff; C. H. Mc-Cluré, State Teachers College, Kirksville; W. H. Mc-Donald, Trenton; C. A. Phillips, University Elementary School, Columbia; R. G. Russell, Clayton; O. G. Sanford, Asst. State Supt. of Schools, Jefferson City; Kathryn Spangler, Clinton; B. M. Stigall, Paseo High School, Kansas City; H. P. Study, Springfield; Mrs. Rubye H. Thompson, Charleston; M. B. Vaughn, Montgomery City. gomery City.

Committee on Sources of Larger Revenue

Roscoe V. Cramer, Chairman, Switzer School, Kansas City; W. W. Carpenter, University of Missouri, Columbia; W. H. Lemmel, Flat River.

Advisers: R. E. Curtis, University of Missouri, Columbia; C. H. Hammar, University of Missouri, Columbia.

Committee on Professional Standards and Ethics Springfield; Theo. Hollmann. Elvins: Elizabeth Scott. Manual Training High School, Kansas City. J. W. Shannon, Chairman, State Teachers College,

Reading Circle Board

Supt. G. M. Cozean, Chairman, Fredericktown; Cora E. Morris, Bois D'Arc; Supt. W. F. Hupe, Montgomery City; Pres. Theo. W. H. Irion, Ex-Officio, Columbia; Supt. Chas. A. Lee, Ex-Officio, Jefferson City.

Committee on Necrology

John L. Bracken, Chairman, Clayton, 1934; W. T. Carrington, Jefferson City, 1933; H. E. Blaine, Joplin, 1933; Beth Kanaga, 3654 Jansen Place, Kansas City, 1933; Myrtle Knepper, Cape Girardeau, 1934; W. A. Godbey, 3840a Humphrey, St. Louis, 1934; Francis L. Skaith, Gower, 1935; Willard Graff, Butler, 1935; Jessie Via, Rolla, 1935.

Committee on Resolutions

First, Anna M. Groseclose, Lancaster, 1934; Second, J. V. Minor, Huntsville, 1933; Third, Buell Cramer, Smithville, 1934; Fourth, Anna E. Riddle, St. Joseph, 1934; Fifth, A. E. Martin, McCoy School, Kansas City, 1933; Sixth, Fred B. House, Warrensburg, 1934; Seventh, C. F. Scotten, Sedalia, 1934; Eighth, W. W. Carpenter, Columbia, 1933; Ninth, C. J. Burger, Washington, 1934; Tenth, Mary B. Womack, 5716 Cates, St. Louis, 1934; Eleventh, H. H. Edmiston, Laclede School, St. Louis, 1933; Twelfth, Mary Ward Hartman, Wyman School, St. Louis, 1933; Thirteenth, W. H. Lemmel, Flat River, 1934; Fourteenth, J. A. Whiteford, Cape Girardeau, 1933; Fifteenth, J. T. Hodge, Cassville, 1934; Sixteenth, J. W. Barley, Rolla, 1934; Ex-Officio, President Theo W. H. Irion, Columbia, and State Superintendent Charles A. Lee, Jefferson City.

Committee on Teachers Salaries and Tenure of Office

A. G. Capps, Chairman, University of Missouri, Columbia; F. H. Barbee, St. Joseph; G. E. Dille, Maplewood.

Teachers Retirement Fund Committee

Chairman, Scarritt School, Genevieve Turk, Chairman, Scartitt School, Kansas City; Stanley Hayden, Kahoka; D. R. McDonald, Wohb City; W. E. Morrow, State Teachers College, Warrensburg; Chas. Scott, Chaffee; H. H. Seidell, Marquote School, St. Louis; Calla E. Varner, Central High School, St. Joseph; Anne R. Waney, Board of Education Bl. E., St. Louis; C. H. Williams, University of Missouri, Columbia.

YOU CAN GO PLACES . . DO THINGS



-

lin,

ssie

ond.

ner, eph, lity,

nth,

ter.

934 ; uis,

lool.

ver, eau, nth, 'heo

bb

THIS SUMMER

Go East 7000 Miles
 States, Canada, Gulf of Mexico
 55 Magic
 Days

or

- Go West 7000 Miles
 - 17 States, Canada, Mexico 58 Great Days
- Or Coast to Coast.

LOWEST PRICES

WORLD'S
FAIR
ON ALL
OUR
ROUTES

College Credit:

"University of Tours" are America's Progressive Tours! And whether you go with us to the Fair, and East, West, or Coast to Coast, you'll proclaim it the greatest summer of a lifetime! Days Brim Full of Thrilling Happiness; Nights of Romance and Rest. With a college faculty, native guides, courteous drivers, and itineraries adapted to things happening this summer, we extend you a welcome to join your state group in seeing, doing new, interesting things this summer! With no other Organization can you see so much—so well—and so economically!

The President, Will Rogers, Rear Admiral Standley, Clark Gable, and other interesting Americans greeted 1932 members.

Equal to Two Years in College

"The whole tour was enjoyable and all the places of interest were covered, leaving me spell-bound from one place to another. Everyone being of a different type enjoyed it a different way. I've gained more knowledge from your tour of 60 days than going to college for two years NOT counting the sights. Honestly, I enjoyed your tour this summer more than anything I've ever done before."—Jewel Hensley, Texas.

Our Motorcoaches leaves Missouri in June.

UNIVERSITY of TOURS

Home Office, Oklahoma City, Oklahoma

A National Institution with home offices centrally located.

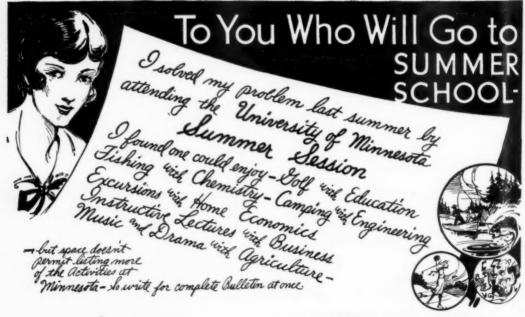
Drawe	RSITY OF			_
	se send r	ne	addition	nal in-
I am	interested	in	College	Credit.

If You Beat a Rug CONTINUOUSLY

for 1 Hour and 15 Minutes,

You would be exhausted—but would only have done what a vacuum cleaner would have done for 1c.

KANSAS CITY POWER & LIGHT CO. KANSAS CITY, MO.



SPECIAL FEATURES

Drama by the University Theatre Players.
Musical programs every week.
Free lectures on Science, Literature and Art.
A directed program of recreation.

UNIVERSITY OF MINNESOTA
DIRECTOR OF SUMMER SESSION
DEPT. J.

Minneapolis

Minnesota

MONEY FOR YOUR VACATION

We will Loan you up to \$300.00 and Help arrange your trip!

IN order to serve the teachers throughout the state in their vacation problems we can now loan any teacher up to \$300.00 for vacation purposes.

Enjoy your vacation this summer—Take that trip you've had planned for so long. If you wish it, our service department will be glad to help arrange your trip. There is no charge for this service.

If you need \$300.00 or less for your vacation or for any other purpose you may secure it from us without delay.

Simply fill in the coupon and mail to the office nearest you. You will receive our short application forms which require no endorsers—As soon as we receive the forms the money will be sent you in full. You may repay to suit your convenience in small monthly payments, or make convenient arrangements during vacation months. Teachers all over the state find our service most convenient and gladly recommend it to others. The only charge is the low rate provided by the Missouri law, $2\frac{1}{2}\%$ per month on the unpaid balance.

If you need money for your vacation, etc. fill out and mail the coupon to-day or visit our nearest office. Full information gladly furnished.

FULTON LOAN SERVICE, INC.

230 Paul Brown Bldg., St. Louis, Mo.

424 Professional Bldg., Kansas City, Mo.

(-	Mr.	Mail Coupon to day!
J. B.	Name City Street & My Salary is:\$	3.78.7 M
E M	Amount I wish to borrow \$	
	I teach at This inquiry puts me under no obligation or expense	

YES, you probably



\$300 OR LESS

for a month or 20 months

• It's amazing sometimes the way bills pile up. Some day they must be paid. Figure up now how much you owe and consider the special Household Loan Plan for school teachers as a possible way out.

On this plan \$300 or less is available to pay all bills immediately. Then you may repay Household conveniently in small sums, taking as long as 20 months if you wish.

The loan is made in strictest confidence, entirely by mail, if you prefer. Your signature is the only one required.

May we suggest that you come in, or mail the coupon for full information.

HOUSEHOLD

MISSOURI OFFICES

KANSAS CITY 4th Floor, The Dierks Building

2nd Floor, Shankman Building, 3119 Troost Ave. ST. LOUIS

3rd Floor, Central National Bank Bldg., 705 Olive Street

2nd Floor—Washington Grand Bldg.

ST. JOSEPH, 4th Floor, Tootle Building Household charges the low rate set by the Missouri law, 25/8 a month on unpaid balances

FOR YOUR CONVENIENCE

Name	
Street	City
Home Phone	
Amount I wish to borrow \$	My salary is \$
I teach at	
It is understood this inquiry d	oss not obligate me to horrow of

put me to any expense.

LEARN WHILE YOU ENJOY

The Beauties of the Rockies





An exceptional opportunity is offered to study in one of the West's finest univer-

sities during the summer when recreational opportunities are also greatest. Fees and living costs are in line with the times. Faculty includes department heads with national reputations.

The University of Wyoming

is recognized as

The Coolest Summer School in America



and deservedly so. The University is located at 7,200 ft., the summer camp at 10,000, both amid the beauties and trional advantages of the

natural recreational advantages of the main range of the Rocky Mountains.

FIRST TERM
June 12 to July 19
SECOND TERM
July 20 to August 25

Illustrated announcement and bulletins cheerfully sent on application to



C. R. MAXWELL,
Director of Summer Session,
University of Wyoming
LARAMIE, WYOMING

Kline's

KANSAS CITY'S DOMINANT STORE

For EASTER APPAREL

INDIVIDUALLY STYLED

MODESTLY PRICED

Everything that's new!



SAINT LOUIS

June 19th to July 28th
Graduate Courses
Undergraduate Courses
Special Courses for Teachers

Also Courses in
Business, Journalism, Social Work,
Engineering, Nursing, Art,
Music, Dramatics

For Bulletin of the Summer Session, address Isidor Loeb, Director of Summer Session, Room 206 Duncker Hall, Washington University, St. Louis.



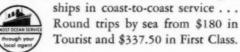
that this is America's Greatest Trip

Round trip to California by water and rail

And now the fares are so modest that almost anyone can have this marvelous experience! Think of it—a 5,500 mile voyage—a visit in Havana, the thrilling transit of the Panama Canal with time to see Balboa, Panama City, etc., and then—glorious California.

For the trip home you have a wide choice of interesting rail routes with liberal stop-over privileges. Tourist Class fares are as low as \$220 round trip—\$325 for First Class! This includes accommodations, meals and all essential expenses on the ship and rail fare across the continent.

But when you go, be sure to choose one of these famous BIG THREE liners—California, Virginia and Pennsylvania. They are the largest



For full information apply to steamship or railroad agents

PANAMA PACIFIC LINE

International Mercantile Marine Company 1100 Locust St., St. Louis, Mo.

University of Denver



Enjoy Study in Denver, Mile-High City

Complete summer session, including many courses in the Physical, Biological, and Exact Sciences, Social Sciences, Languages, Literature, Commerce, and Fine Arts. A large selection of courses, especially for teachers, in the field of Education and Psychology.

TWO TERMS:

June 12 to July 19 July 19 to Aug. 25

Metropolitan research and recreation facilities improve summer study at the University of Denver, in the mile-high city under the shadow of Mt. Evans. Low railroad rates. Excellent Roads. New low fees for auditors.

WRITE NOW for BULLETIN

DEPT. M,
UNIVERSITY of DENVER
University Park, Denver, Colorado
Send me Bulletin and latest information
about your 1933 Summer Courses.

Street and No.

City and State_



THE NEW WORLD BOOK ENCYCLOPEDIA

is Recommended for First Purchase for Grade and High School

Only the BEST Is So Recommended Your Pupils Are Entitled To the BEST

Roach-Fowler Co.
1020 McGee St. Kansas City, Mo.



UNIVERSITY OF SOUTHERN CALIFORNIA LOS ANGELES

SUMMER SESSION

1933

FIFTY nationally known visiting professors, in addition to the resident faculty, offer a wide range of courses in many fields, with the courses in Education predominating. ** The continuous study and development demanded by the best school practice may be made more pleasant by combining your summer study with summer vacation in delightful Southern California. ** The University is located just a half hour's ride from the mountains and the sea.

First Session, June 19 to July 28 Second Session, July 31 to September 1

For Bulletin of Complete Information address Dr. Lester B. Rogers, Dean, 3551 University Park, Los Acc





CONTINENTAL DIVIDE - Seen on Student Tours

THE UNIVERSITY OF COLORADO, in the foothills of the Rockies, offers you unsurpassed opportunities for combining summer study with recreation. Organized hikes and week-end outings; visits to glaciers; automobile excursions to Rocky Mountain National Park; mountain climbing; mountain campmaintained for summer students. Altitude of one mile, within sight of perpetual snow, gives unexcelled climate & stimulating atmosphere.

First Term, June 19 to July 22 Second Term, July 24 to Aug. 25

e

d

33

Courses in Arts and Sciences, Medicine, Law, Education, Business Administration, Journalism, Art, and Music. Field courses in Geology and Biology. Maison Française, Casa Española. University Theater with special instruction in Dramatic Production. Many special courses for teachers, supervisors and administrators. Special opportunities for graduate work in all departments. Excellent library; laboratories. Organ recitals and public lectures.

Vacation Railroad Rates Boulder Common Point from Eastern States

University of Colorado Boulder, Colorado

SEND TOL	AY for	Complete	Information

DEAN of the SUMMER QUARTER (DEPT. E) University of Colorado, Boulder, Colo.

Please send me the bulletins checked below:

NAME
Street and No._____
City and State____

An A-C-T-I-V-I-T-I-E-S Geography Series

The World and Its People (4th Grade)
Our Country and American Neighbors
(5th Grade)

Our Neighbors Across the Sea (6th Grade)
The United States in the Modern World

(7th Grade)
Richard Elwood Dodge, Earl Emmett Lackey
and W. R. McConnell, Authors

A new and modern presentation of geography materials incorporating fascinating ACTIV-ITIES that provide things to do and learn . . . tests, questions, story-telling contests and problems. Meaningful Type-Studies and delightful, imaginative journeys stimulate pupil thought, make teaching far more effective. PICTURES with descriptive legends which ask questions, tell stories, amplify the text. A really unusual Geography Series you should know more about. Send the coupon for all the interesting facts.

RAND McNALLY & COMPANY

Dept. O.G. 4, 536 S. Clark Street, Chicago Send me, without obligation, complete information about your New Geography Series. Name

Address	

School_____Position____



NEW Kind of Primary

Reading Service-

CURRICULUM FOUNDATION SERIES

Dr. William S. Gray The University of Chicago Directing Editor

A group of specialized books for the first three grades that build a reading foundation for the content subjects such as arithmetic, hygiene and health, art appreciation, social science,—at the same time enriching the child's experience in each field.

NUMBER STORIES HEALTH STORIES ART STORIES

(Others in preparation)

Vocabulary correlated with that of the ELSON BASIC READERS (Elson-Gray).

SCOTT, FORESMAN AND COMPANY

623 South Wabash Avenue

Chicago





VOL. XIX

No. 4



APRIL,

1933

Ca

in di w ha tr

ha D V m M ri ha fic la lis th m th TI ta pe na

TABLE OF CONTENTS

Editorials Not Weight But Wings	Supervision of Classroom Instruction in the Secondary School 15
Should Debt Be Reduced? 138	A Meal for a Dime
Courage	Social Adjustment Through Student Organization
peal Against Destroying the Nation's Seed Corn	Important Notice to all Schools with Orchestras
The Program of Public Education During	Items of Interest 15
the Period of Depression 147	New Books 15

INDEX TO ADVERTISERS

American Express Company 159	Rand McNally & Co 135
Chicago Travel Headquarters 160	Roach-Fowler
College Travel Club 159	Rocky Mt. Teachers' Agency, The 160
Denoyer-Geppert Company 160	Scott, Foresman and Company 135
Fulton Loan Service, Inc 131	Scribner's Sons, Charles 157
Great Northern Hotel 158	St. Louis University 157
Hajis Laboratory 157	Teachers' Exchange 160
Household Finance Corp 132	Teachers Service Bureau 156
International Mercantile Marine Company 133	Travel Guild, Inc 159
Journey's, Inc	University of Colorado 135
Kansas City Power & Light Co 130	University of Denver 134
Kline's 133	University of Minnesota 130
Lindenwood College 158	University of Missouri Fourth cover
Little, Brown & Company 156	University of Southern California 134
Macmillan Company 160	University of Tours 129
Milwaukee Road	University of Wyoming 132
National Association of Chewing Gum	Washington University
Manufacturers	
National Teachers Agency, Inc 160	Western Reference & Bond Association,
Open Road, Inc., The 157, 159	The 160

A EDITORIALS A

HAVE WE TALKED so much about the burden of education that we have forgotten that its essential characteristic is not burden at all, but buoyancy? Its true function is not to drag down, but to lift up; not to sink, but to float. Education is not a dead drag but a dynamic

L,

3

151

152

153

155 156

158

135

134

160

 $\frac{135}{157}$

157

160 156

159

135 134

130

ver 134

129

132

133

160

earrying power. It is not weight but wings.

One is perfectly safe when one offers a reward for a single instance in which education has caused an individual, a community, a state or a nation to sink. There is no such example. other hand, there are multitudes of instances where ignorance has brought disaster. Universally those nations which in times of discouragement have had the vision to see education in its true light, as wings instead of weight. have been lifted from the Slough of Despond onto the solid ground of advancing civilization. Contrast Denmark and Switzerland with Spain and Mexico. The former in spite of the rigors of an unfriendly climate, the handicaps of a stubborn soil, the deficiencies of natural resources, and the lack of military poweress, have established civilizations that rank among the highest in culture and contentment of the common people, because they have extended their wing space. The latter with every natural advantage have sunk to lower levels of prosperity of the common people and of national well being, because they have

regarded education as a burden. Only recently has Mexico realized her mistake. The few years during which she has made an effort to extend education have already had good effect. The world is filled with the ruins of once prosperous peoples who forgot that popular education is wings.

Can one imagine a bird buffeted by storms, lashed by rain, hungry and weak from labor and lack of food, and beset by enemies, becoming so depressed that it would seek to sacrifice its wings in order to lighten its burden? No, that is asking too much of the imagination when it is applied to birds. But there are those human birds with skulls large enough to indicate more cerebral area than the bird has, who advise exactly that sort of course for society.

Education in a democracy must extend to every one in that democracy. otherwise the nation is denving itself the power it needs. It is no idle talk to assert that the United States during this time of world depression is better off than other nations of the world in the same degree that popular education is more widespread and general than it is in other countries. freedom from riots, bloodshed, and violent revolution can be attributed to no other cause. Yet we have those who talk about the burden of education as though it consisted of nothing else.

Schools are not perfect. They are man made. They need improvement,

not abolishment. They need friendly criticism, not destructive attack. They must be developed, not dwarfed.

They have been improved, they can be further improved. They will be, unless we forget they are the life boats that keep us afloat among the flotsam and jetsam of wrecked nations. We will continue to improve them at all costs, if we will but keep in mind their

fundamental function, remembering that when we save the costs of schools, we acquire the cost of ignorance. For truly we do not carry them so much as they carry us.

bo

eit

los

let

re

ma

tra

se

co

re

a

tie

los

to

ne

Was it Browning who said some-

thing like this:

"Be like the bird new lighted on the spray, too slender,
But which gaily sings,

With no thought of a fatal fall, Because he still has wings."

Should Debt Be Reduced

W. H. Lemmel.

N THE retrenchments made during the last three years one fact stands out which deserves more than passing consideration. While the school districts have been forced to drastically reduce their budgets in every way possible for instruction, maintenance, operation, and capital outlay, they have not been able to reduce their cost of debt service. It would seem only fair, in a period of retrenchment, that all should share as evenly as possible. There is no logical reason why an employee of a corporation should not stand in the same relation to the income of that corporation with the bondholder. His wages are as sacred to him as the interest on bonds is to the bondholder. Under our present laws, however, the investor has a prior claim on the income of a corporation as against the laborer. laborer must not only bear the loss brought about by a depression in business, but in order that the investor may be paid in full this too is largely charged against his pay envelope.

Why should not everyone be placed upon an equal footing? In a time like this it would seem only fair that the money lender should assume his proportional share of the loss with the laborer. In some instances he has, but in many others he has not. School boards throughout the land have not been able to reduce their cost for debt services with other costs. With the changing value of the dollar the money lender could well afford to take his proportional part of the reduced income of the school district and still be as well off as he was in the twenties when most of these obligations were contracted.

Under the Constitution of Missouri a school district is not authorized to bond itself for more than five per cent of its assessed valuation. With reductions in assessments, in the last three years we have seen valuations reduced in some cases sufficient to make the outstanding bonded indebtedness of school districts in this state run as high as ten per cent. It is quite obvious that districts of this kind will find it almost impossible to meet their debt obligations. The boards of education in these districts are now facing the problem as to whether they will default in their obligation to the children or their creditors. It seems to me that it would be unfair for the board to throw the entire burden upon either the creditor or the children. The logical solution to this problem is to let all share proportionately in any reductions that the board is forced to make.

ing

ols,

or

ich

ne-

ray,

the

out

ool

ot bt he

111-

nis

in-

he

ies

re

ri

to

nt

1C-

00

·0-

ke

88

as

h-

111

110

11-

C-

14.

18

10

The Board of Education of Hamtramck, Michigan, is cutting debt service the same as all other school costs and offering the bondholders their proportionate share of the total revenue of the school district. Such a procedure seems fair to all. In the case of a school district whose valuation has been cut in half it would seem logical that if the district was bonded to the constitutional limit there is nothing left for them to do but to de-

fault upon their bonds and refinance their bond issue somewhat in proportion to the district's ability to pay.

The eternal debt which adulthood owes to childhood is one which should in every way be as sacred and binding as that of the debtor to the creditor. The least that our society can do and be fair to the childhood of this country is to place them on a par with the creditors of the school. To deprive them unduly of educational opportunities in order that the money lenders be paid in full places us in the position of defaulting upon our moral debts in order to meet our financial obligations.

A SLIGHT OVERSIGHT O. J. MATHIAS

AFEW YEARS ago a male school teacher became infatuated with a somewhat fickle flapper who paraded then under the name of Miss Business Opportunity. Since 1929 he has been unable to locate her anywhere. He is now quite anxious to return to his first love. He is a most persistent suitor and has presented glowing tales coupled with "To Whom It May Concern" testimonials setting forth his marvelous stage of improvement since he took that fatal step in an hour of weakness.

He does not hesitate to apply for a specific position at a much reduced salary to that of a present incumbent.

We have on file in our office a six page title list of educational literature which this man says that he has devoured during the past year in an effort to bolster his professional backbone.

There is a little document which does not appear on this list:—The Code of Professional Standards and Ethics adopted by the Missouri State Teachers Association.

Courage

Be strong!
We are not here to play, to dream, to drift;
We have hard work to do, and loads to lift;
Shun not the struggle—face it; 'tis God's gift.

Be strong!
Say not, "The days are evil. Who's to blame?"
And fold the hands and acquiesce—oh, shame!
Stand up, speak out, and bravely, in God's
name.

Be strong!
It matters not how deep intrenched the wrong,
How hard the battle goes, the day how long;
Faint not—fight on! Tomorrow comes the song.
—Maltbie Davenport Babcock

WHAT NORMAL youth is not thrilled at tales of courage? Who does not admire strong-hearted men who proceed in the face of danger to do a man's part? Heroes constitute the bone and sinew of romance; all

else is mere trapping. From the cradle to the grave we are inspired by brave deeds. Why? Is it because true courage is so rare? Are most men cowards against their will and see in heroes what they themselves would like to be? Whatever the cause, it is to the credit of human nature that it so universally loves a courageous person. And to the teacher, who realizes the importance of character education, this universality of inner admiration for cour-

age constitutes a most useful and convenient fulcrum upon which to rest the lever of attainment.

Biography, history, fiction, drama are alive with examples of courage contrasted with cowardice. Science, particularly invention and medicine, teems with tales of courage. There's no lack of material which points out big deeds of heroism.

But character in general and courage in particular, are not affairs of climactic greatness alone, they manifest themselves in everyday, habitual

acts and attitudes. Their development consists not in grand flurries of spectacular events but in the quiet unpretentious decisions of the passing moment.

c t a s t le

te

"Be strong" says
Babcock in the poem
quoted above; and to
be strong means to be
courageous, unafraid.
But when? Pupils
should be taught to be
courageous at some
"far off divine event."
Yes, but more important and only by being
courageous now.

How many opportunities for courage do we have? Not many, you say. Yet every time there's a decision to be made between doing the right and the wrong, between a seeming advantageous deception and a plain truth, between an honest effort and a dishonest pretense, there is an opportunity to practice courage.



There are no dragons such as the one pictured here to be slain. But there are worse ones lurking around every school room.

There's the dragon called "getting by easy"—more than one— one for each pupil and one for the teacher, thrown in for good measure. He hides under every lesson and assignment, beneath every worthy effort.

Then there's the dragon called "Well, John Did It Too," and he hides where pupils look to find excuses for doing what they know is wrong. We might mention others like "Carelessness," "Discourtesy," and "Dirty-mindedness." There are many of them, and each one thrives on cowardice.

out

ur-

of ni-

nal

es.

011-

111'-

ar

iet

ons

nt.

IVS

em

to

be id.

ils be

ne ,,

rt-

ng

ni-

ot

S

19

a

rt

111

To kill them requires bounteous courage and their slaughter is the chief function of the school. Really, teachers won't have to worry much about educational progress, minimum standards of attainment and covering the allotted course; and pupils would lose practically all their fear of failure, if enough courage could be mustered to slay these real dragons that fill our lives in and out of school.

What men society would have if

teachers could only inspire in children the ever burning determination to be courageous toward the miscalled smaller things of life! The warp and woof of life is no small thing after all. Would legislators then think more of private and political advantages than of public weal; would lawyers then sell their souls to the client who had the most cash to offer for professional service, regardless of whether that client's claim was selfish and against justice; would citizens be led to vote only on the appeal of appetite or the promise of a job?

What does the world need more than it needs everyday strong-heartedness and a belief in the ultimate triumph of good which is the fundamental basis for courage?

Maybe Bacon's observation about the liar reveals our fundamental weakness. He said "The liar is afraid of men but brave toward God." Is our lack of courage a lack of an awareness of the presence and power of God? Spell it with two o's if you like, but use a capital "G." For faith in Good generates and undergirds true cour-

CHIVALRY

THE COURAGE of the knights of old is not yet dead. The helplessness of little children, whose educational opportunities are being recklessly torn from the cities' budgets in the mad struggle to save dollars, is fanning smouldering fires of chivalry in men and women who never before have known their warmth.

They say—yes they really have the courage to say it—"Hands off the schools! We had our chance. We owe more to the next generation than the previous generation owed to us. If our civilization has mismanaged its affairs, let us shoulder the consequences. Even the wild animals do not take refuge behind their young when they have stirred up trouble for themselves. Man does so only when he is beside himself.

"Let us be sane. Cool judgment, seasoned with a little unselfishness and genuir civic interest will lead us to see where our budget can be relieved and how it can be balanced without forfeiting our self-respect. Forfeit it we shall, if we enjoy even moderate comfort at the expense of the little child's kindergarten or the older child's so called 'frills' to say nothing of a shortened school year. Our comforts will keep, anyway. They will be quite as enjoyable next year or five years hence, if we are here, but the kindergarten—no. If the child is old enough to go to kindergarten, it is now or never. Yet its joys and benefits would go with him through his life.

"No, of course you don't know this, if you never had a chance to go to kindergarten yourself and never knew intimately a child who did go. That is your misfortune. But let us not bring such misfortune on the child of today in order to balancthe budget. It It isn't fair. It isn't good sportsmanship. It isn't chivalrous."

the budget. It It isn't fair. It isn't good sportsmanship. It isn't chivalrous."

If you believe this and want to champion the young child and his kindergarten, you should have publicity leaflets on the subject. You can get them from the National Kindergarten Association, 8 West Fortieth Street, New York. There is no charge.

President Lamkin Makes Stirring Appeal Against Destroying the Nation's Seed Corn

A Radio Address by Uel W. Lamkin over KFNF

MAY I URGE again that chil-

but those who are sur-charged with

success. Not those whom good times

may take from their service, but those

whose chief interest is in the child's welfare. Not those who were able to get a legal license based on yester-

day's needs, but those who are ready

to meet the demands of tomorrow.

Give them teachers of culture, of maturity, who know youth and life! Em-

ploy those whom the children need-

not those whose chief interest is the

job and the money it pays. Let the

interests of the pupils-not the finan-

cial return to the teacher-be the

supreme law of the school.

who have failed elsewhere,

THIS IS not the first period of financial stress in the history of America.

Time and again since the beginning of the republic have there been years when money was scarce, when prices were low, when unemployed men walked the streets, and when the government itself

challenged to meet the social and economic problems which confronted the people. But it is the first time since the fight for free public schools for all the children was won. that they have been attacked as they are today. Heretofore in such times no one has been willing to sacrifice the children. At the close of the Civil War when his people were in simi-

lar distress a great American, when asked if it would not be well to close the schools in order to save money, replied, "I am not willing to destroy the seed corn of the nation."

But today there is a comparatively large group, well financed and fairly well organized, who are unfriendly to public education, because their selfish interests will not be served through the continuation of the American plan of the general diffusion of knowledge. It is this group which is leading in the effort to reduce the opportunities heretofore offered our children. I am not speaking of those who actually do not have the money to pay the taxes necessary to carry on. Their attitude is temporary. It is affected more by the price of farm products, by unemployment, and by the stagnation of business which result in inability to pay taxes rather than by antagonism to education. When relief comes, as it will come, by an

increase in the price level to producers, and a decrease in unemployment, both followed by a revival in business, the attitude of most farmers, workers, and other far sighted and patriotic Americans again will be that of full support of public schools. Of course, in the meantime, the

cost of schools must be reduced. This is the common opinion of those engaged in operating and directing them. There must decrease in teachers' salaries, although their salaries are the last to respond in prosperous times. There must, of course, be an abandonment of any plans for extension. The postponement of building programs should be seriously

f in the line was

la

i

p

n

V

I dal v I I a f

considered, in spite of the fact that school houses come first in really productive public works. Expenditures for supplies and equipment must be kept to the minimum consistent with efficient educational service. But beyond that, those who can leave their children little in the way of money should not permit retrenchment to go. They should insist that as the schools are the state's first line of defense the cost of schools should be more widely distributed. Real estate-farm and town homes—and personal property should not carry the entire load, while incomes and inheritances whose very protection is an educated citizenship, go comparatively free. Nor should that numerous group who own no real estate or personal property sufficient to cause their names to appear on the tax books, and who do not pay an income tax because their incomes are either too small, or come from tax exempt securities, be released

from the obligation to help support the institutions of a society whose benefits they enjoy. A small levy on some of the luxuries which such classes consume would relieve somewhat the load on farm and town homes.

ers.

oth

the

and

ans

blie

the

ust

is

ion

in

ect-

ust

in

al-

ries

re-

ous

of

nd-

ans

The

of

ms

sly

ool

ive

ies

the

lu-

ose

he

ch-

as

of

ore

rm

ty

ile

ro-

111-

er-

er-

eir

nd

ise

me

ed

I am not urging more taxes, but rather a greater spread. I am not suggesting larger expenditures, but rather sane economies. I am not out of sympathy with those who are pressed for money with which to pay taxes but with those who would take advantage of the present extremity to destroy or impair the public schools. I plead for the strongest support that a harassed people can give the basic institution of their civilization. I speak for the children and for the country. When the night is darkest is not the time to blow out the candle. No recovery can come through a moratorium on education. We can perhaps postpone the building of roads without permanent harm-not so with the schooling of children. We should be careful that when we spend federal funds to erect public works-productive or non-productive—we do not stunt the mental ability and earning power of those who in the years to come must pay off the bonds which today we use to produce the funds. If we seek to reduce the number of men who are unemployed, we should not increase the army of a quarter of a million boys who are today tramping the streets and roads of America, by either closing the high schools and colleges or by limiting their service.

I submit that both sound economy and good government call for the utilization of schools and colleges to the utmost. We should enlarge rather than restrict the offerings, so that these boys and young men will be interested and challenged by the curriculum. We should open courses which develop skills, handcrafts, which require clear thinking as to how a great industrial people can live together in peace and prosperity. Instead of withdrawing support from state, independent and denominational colleges, would it not be better for America, for the all of us as well as for the each of us, to make it possible for colleges, private as well as public, practicing the strictest economies as they are now, to admit, and educate for good citizenship, boys and young men

now learning to hate the government under which they find no way of supplying the ordinary necessities of life. I speak for the youth of America. Give them a chance—even today.

It is frequently said that much saving could be made if the schools were "deflated"—and if they got back to "fundamentals." Perhaps some activities can be curtailed. Perhaps there can be some modification of the curriculum. "fundamentals" of the school of yesterday are not the "fundamentals" school of today. The three "R's" which were sufficient for a pioneer civilization where all "lived far enough apart to be neighborly" are not enough for a society where each man's hand is against the other man. A school which could teach a boy enough to let him go to the frontier and make a living, is not broad enough to fit him to make a life in a country where the physical frontier is gone forever.

America is no longer rural, it is urban. It is no longer agricultural, it is indus-It is not necessary for man to "work from sun to sun," nor for "woman's work to be never done," no matter if we would like to return to those days when each farm was sufficient unto itself, when each had its blacksmith shop, when the cloth, as well as the clothing, was made in the farm home, and when the grain was ground at the neighboring mill. Contact with the nearby town, and then with the city is inevitable. The man on the farm and the worker in the largest city are mutually dependent. Our farm children will still go to the city, and perhaps increasing numbers of those born in cities will come to the country.

It is common knowledge that the coming of machinery has not only reduced the length of the working day, as well as of the working week, but that it has raised the problem of the use of leisure time, and that it has challenged man himself for the mastery. To restrict the curriculum to the so-called fundamentals of our fathers will decree that our children will not be able to meet successfully the machine age in which we are living. To take out art and literature and music would deprive them of a knowledge of those really worth while things which would be a veritable refuge for many of

the distressed of today. Communist Russia plans libraries, museums, public parks for its people. Fascist Italy provides open air concerts in its cities, and playgrounds in its small towns. Shall America seek to restrict and confine her children to the mechanics of an education, which has enabled the country to build up the greatest mechanical society in the history of the world, yet has not taught her people to control and use the machines they have created? Shall the coming of television find us as ignorant of the drama as the invention of the radio found us ignorant of music? Shall the readjustment of the work day and the work week bring the chaos of unemployment or the contentment of satisfied leisure? Shall the schools of today restrict the sight of children to the history of yesterday, or shall they show them the vision of a radiant tomorrow? Again I plead for the children, for America. Let us not "destroy the seed corn of the nation."

It is trite to say that the teacher is the most important factor in a real school. And it is in the improper selection of a teacher that after all the real danger lies. Understand again I am not speaking of salaries. Of course in general there must be some reduction. But it should be proportionate to the cost of living. School patrons should remember that salary must pay for every item of the living cost. Many farmers do not charge up as expenses the foodstuffs they raise, yet board is no small item to the teacher. The housewife may economize on clothing but in ways in which she would object to one's doing who stood before the housewife's children as a leader and friend.

For many years legal licenses, limited and unlimited, have been granted certain persons entitling them to teach in the schools. These licenses have not terminated when the persons holding them married, or entered some other business or profession. Now this crisis comes. A business which has prospered in other days, fails, and the holder of a licenseperhaps now not otherwise fitted to teach, perhaps unable to obtain a license under present conditions-again seeks a place in the schoolroom. Failure in other fields is turning the eyes of many to a more likely and certain livelihood. May I urge again that children need as leaders not

those who have failed elsewhere, but those who are sur-charged with success. Not those whom good times may take from their service, but those whose chief interest is in their welfare. Not those who were able to get a legal license based on vesterday's needs, but those who are ready to meet the demands of tomorrow. Give them teachers of culture, of maturity, who know youth and life! Employ those whom the children need-not those whose chief interest is the job and the money it pays. Let the interests of the pupils-not the financial return to the teacher-be the supreme law of the school.

tui

wh

its

de

Sh

sci

ine

un

wa

to

ali

an

Ar

els

ba

ne

pu

ca

It

tea

no

th

be

TI

hy

de

da

th

th

of

St

tie

th

V6

Si

le

aı

in

P

ci

01

aj

of

th

It seems strange that people need to be reminded that when a patient is very ill the most skillful physician is called, and that when the case is desperate the most successful lawyer is engaged, yet when the race is between education and chaos, teachers are often chosen because they are cheap or because they have met financial reverses. A flagrant practice is reported in Northwest Missouri. A representative of an agency is interviewing school boards seeking to replace teachers with cheaper ones. No doubt it can be done if the measure of efficiency is to be the number of dollars paid. But the sole interest of the agency is the commission which it receives from the person whom the school authority employs. that person fail, the board has no recourse on the agency. It has received its commission-it discharged its obligation. regardless of the fact that it was following a practice a reputable agency would not pursue. And the children paid the price-with a year which can not be recalled. Information concerning trained, competent, mature teachers may be obtained from the nearest college, public or private, from county superintendents of schools, from town superintendents and high school principals, none of whom have any financial interest in the employment of any person. Again may I plead for the same disinterested selection of the one to care for the mental development, as for the physical welfare of your

The teacher of tomorrow's citizens needs more than a knowledge of textbook and method. She should know something of the world and its history—of its litera-

ture for children as well as of its books in which their parents can find delight-of its art which speaks through color and design to inspire us all to better things. She should have some knowledge of science to give true information to the inquiring child, as well as somewhat to understand the era into which that child was born. Good health-the first passport to success-should be hers. And personality, that indefinable something which is an indispensable quality of leadership. And love of her work, without which all else is sounding brass and tinkling cymbal. And above all character, the greatest need in American life, private as well as public.

se

m

1-

0

n

e.

V.

1-

y

e

le

e

ie

le

e

11

d

st

11

S.

y et is

e

9

e

n

n

d

S

1,

d

-

y e, 1-1-e

11

The so-called "oversupply" is not caused by those who have these essentials. It is an oversupply of licenses-not of teachers. Of those needing employmentnot of those fit and ready to respond to

the call of a distressed society.

I speak to mothers whose chief interest in life centers in those to whom she gave life-to fathers who can expect to leave their children little except an equal chance in a new order of society-to Americans everywhere who cling to the American dream of a free school which will give to every American boy an opportunity to make good-to citizens everywhere. I plead for the childrenthat they may lose just as little as possible in these days when all adults may lose much—that the school to which the state requires them to go shall look to tomorrow and not alone to vesterday-and that their teachers, chosen by others for them-shall have vision, hope, health, and the enthusiasm that comes from faith in the future, not the defeatism that is the result of failure in the past. I plead again for education. The depression cannot be cured through ignorance.

The 57th General Assembly and Schools

T. E. Vaughan

FROM THE TIME when the 57th General Assembly convened on January 4, the school people of the State have been anxiously watching its proceedings. They have been apprehensive lest the hysteria bred by the prolonged economic depression would bring forth proposals dangerous to the educational interests of the State, and they have been hopeful that the lawmakers would find some way of raising additional revenue, so that the State could meet more fully its obligations under the 1931 law, thus insuring the payment of teachers' salaries and preventing the premature closing of schools.

Realizing this situation, the Missouri State Teachers Association, through its legislative committee and its officers, has watched proceedings in Jeffersons City, and has kept superintendents and others informed in regard to developments. Periodically during the last three months, circular letters and postcards have gone out from Association headquarters to approximately fourteen hundred members of the Association in different parts of the State, acquainting them with measures

that were pending and urging their support in an effort to defeat obnoxious proposals and to bring about the passage of meritorious ones.

The response from all parts of the State has been gratifying. Not only have school people shown an interest themselves, but they have aroused interest in their communities. Seemingly, every member of the General Assembly has heard from home in regard to what the people interested in our schools approve and what they disapprove. At every important committee hearing on a measure that would affect schools, teachers, schoolboard members, and other friends of education have been present to speak in behalf of helpless youth.

The interest manifested by the friends of public education has served a useful purpose. It has given the members of the Assembly information they needed and were glad to get, it has prevented the passage of some measures that were fraught with danger to our entire public school system, and it has shown the present needs of the schools so clearly that practically every member of both the House and the Senate now realizes what those needs are.

While no new revenue-producing measures have been passed or likely will be passed before the General Assembly adjourns, failure in this respect has not been entirely due to lack of understanding or sympathy on the part of our legislators, but to their inability to agree on the type of revenue-producing measure most likely to serve the desired purpose. More time is needed to bring about agreement, not only among the members of the General Assembly, but also among those who are demanding that something be done; the seed sown during the last three months will bear fruit some time. General interest in State support of public schools was never greater than now.

While we are greatly disappointed in the failure of the 57th General Assembly to provide the revenue sorely needed at this time, we are highly gratified at its failure to do anything that will inflict a lasting injury on our public school system. The following brief summary of what has been done in relation to schools contains much to be thankful for and little to regret, except the failure of all proposals designed to raise additional

revenue.

Several bills were introduced that, had they become laws, would have produced the revenue needed to provide adequate support for public education, lighten the burden of taxation on real estate, and forestall a deficit in State revenue. House Bill 237, House Bill 254, and Senate Bill 171 all sought to place a tax on the privilege of selling tobacco. Senate Bill 70 and House Bill 183 would have taxed sales of electrical energy and gas. House Bill 119 would have placed a special tax on chain stores. House Bill 116 provided for a sales tax on a large number of articles denominated luxuries. Finally, House Bill 434 would have made an equitable adjustment in the method of determining the school tax on the distributive property of railroads and other public utilities. Of all the proposals designed to raise additional revenue, this was the most meritorious. The fact that the class of property referred to in the bill accounts for twelve per cent of the assessed valuation of all taxable property in the State, but bears

only eight per cent of the tax burden, should make all friends of justice determine not to abandon the fight until the principle embodied in House Bill 434 is enacted into law.

At every session of the General Assembly some obnoxious bills are introduced. From the standpoint of schools, the most obnoxious measures offered at this session of the General Assembly were the following: Senate Bill 71, which sought to eliminate high school inspectors from the State Department of Education and transfer their duties to the county superintendents of schools, without additional compensation to the superintendents: Senate Bill 114, which would have accomplished the same purpose as Senate Bill 71, and in addition would have abolished practically all standards for the classification of high schools and would have made drastic reductions in the salaries of county superintendents: House Bill 256, House Bill 507, and Senate Bill 284, all of which sought to bring about State uniformity of textbooks; House Bill 174, which would have forbidden county courts to employ full-time public health nurses; and Senate Bill 296, which sought to transfer the county foreign insurance tax fund to the state school moneys fund for the next two years, thus virtually nullifying our free textbook law. these proposals were defeated as a result of the opposition shown by teachers and other friends of public education. The defeat of these measures alone justifies every effort put forth by the teachers of the State during this session of the General Assembly.

l I I I C C C S J J S S t C C f C V T S T C C S

ti P n

n

At least three measures have been passed that the teachers of the State would have preferred to see defeated. House Bill 11 abolishes the office of State Director of Physical Education and transfers his duties to the State Superintendent of Public Schools, without additional compensation. If the General Assembly gives the State Superintendent an appropriation large enough to enable him to employ a supervisor of physical education. the effect of this law may be largely nullified. Senate Bill 10 abolishes the office of county attendance officer and transfers his duties to the county superintendent of schools, without additional compensation. Senate Bill 145 makes the

decennial census the basis for determining the salaries of county superintendents, but adjusts the salary schedules so as to offset to some extent the salary reductions that otherwise would have been made by the change from the vote basis to the census basis for determining salaries.

en,

de-

ntil

434

As-

ro-

ols,

at

ere

ich

ors

ion

nty

ad-

in-

uld

as

ave

the

uld

the

use

Bill

out

Bill

nty

lth

ght nce

ind ally

All

and

defies

of

en-

een

ate

ted.

ate

ms-

nd-

nal

bly

ap-

1 to

ion.

ely

of-

and

er-

nal

Two other measures that were passed are of enough importance to be mentioned here. Senate Bill 257 forbids the employment of teachers until after the annual school election, but makes an exception in the case of superintendents in districts that maintain first-class high House Bill 336 provides that schools. junior college teachers and junior college students shall be classed as high school teachers and students for the purpose of determining the apportionment of state funds to districts which maintain junior colleges. Apparently, this bill opens the way for state participation in the payment of the tuition of junior college students. It provides, however, that the money apportioned to a district on account of junior college teachers or students shall come from the general revenue fund after one-third of that fund has been transferred to the state school moneys fund.

Such are the principal achievements of the 57th General Assembly, in so far as its achievements affect schools. No mention has been made of the bill legalizing the sale of beer. The proponents of that measure claim that the tax on beer will bring \$750,000 annually into the State treasury, of which \$250,000 will go for the support of public schools. probable that the General Assembly will transfer \$700,000 from the blind pension fund to the state school moneys fund. It is possible, therefore, that some additional revenue for schools will come from the acts of this session of the General Assembly. Moreover, there is a possibility that the Assembly will be convened in extra session some time in the late summer or early fall. It is known that many members of both houses favor an extra session, and the Governor has intimated that an extra session may be necessary. If an extra session is called, the needs of the schools will furnish the principal reason for that procedure. Let us hope for the best, and strive that the best may be attained.

The Program of Public Education During the Period of Depression

Report of a Conference Held at Teachers College, Columbia University, New York, N. Y., February 16, 1933.

REE PUBLIC EDUCATION is the foundation upon which our nation is built. It is the rightful heritage of every American child. It is fundamental to social welfare and to national morale. Only through education may we hope for an orderly solution of our social and economic problems.

The Challenge of General Welfare

Our general welfare demands that the American program of education be maintained and improved. This program proposes to provide education suited to the needs and capacities of all boys and girls through the period of childhood and youth. It is concerned not only with intellectual achievement but also with physical and mental health. It should offer that variety of opportunity which will make pos-

sible a maximum of achievement for children who vary greatly in physical and mental capacity, in interests, and in ambitions. Its goal is the achievement of equality of opportunity. This is our fundamental American philosophy.

Our schools are carrying an ever increasing load. The number of those registered in secondary schools has more than doubled during the past ten years. Unemployment among youth and adults has placed upon the schools the task of retraining and re-educating a large percentage of our population. Distress due to unemployment and the breakdown of homes has added to the obligation of the school in the care of its pupils. The total social and economic situation calls for a mighty service from the schools in build-

ing and maintaining the morale of children and youth. This challenge must be met.

Dangers of a Narrow Curriculum

If we contemplate the problem of adjusting our schools to the needs and capacities of boys and girls and to the social contribution which the schools are called upon to make, it is obvious that a narrow school curriculum is a menace to our social welfare and to our national There are no more dangerous morale. elements in our society than those wellmeaning though often selfish persons who would restrict the schools to the three R's, who cry out against the "fads and frills" and go so far as to include in the "fads and frills" such basic elements as education in art, in music, in health, and in social, political, and economic understanding. While the mastery of the tools of learning is essential to social living, it is nevertheless true that the three R's by no means comprise all the fundamentals of education. The development of innate abilities and interests, of high standards of taste and appreciation, of social understanding, of wholesome social attitudes and habits, the cultivation of a mind at once appreciative and critical of the society of which it is a part-these are fundamentals of education. who would restrict the schools to a narrow curriculum invite social disaster.

School administrators everywhere are conscious of the need for economy. School budgets have already been cut upon the recommendation of school executives. Thrifty and careful administration of public education is required as the only basis upon which the services of education can be maintained.

Many school systems are offering essential services during the current depression for less money than was spent in more prosperous times. The purchasing power of the dollar has increased. All governmental unit costs should therefore show a decrease. Most school systems have already made these necessary and just reductions. But in making adjustments due to diminished income, essential school services must be maintained.

Some boards of education have reduced their budgets by eliminating those school services most recently added. For example, the schools' offerings in music, art, home economics, industrial and vocational education, and educational and vocational guidance have been decreased. These newer subjects or services have come into the school system by virtue of the demand made upon the schools to accommodate children at all levels of intelligence and of all varieties of interests and vocational outlook.

Cost of education is measured not by the subjects that are taught but rather by the number of children enrolled in the schools. For many boys and girls, the newer subjects offer the most certain opportunity for growth in skill, in knowledge, in opportunity for precise thinking, in appreciation, and in creative endeavor. The traditional curriculum, important as it is, cannot be adjusted to meet the needs and capacities of all boys and girls. Social stability in the United States cannot be dissociated from the promise of equality of opportunity through education.

Health service and physical education have been omitted in some communities. This is not economy. Adequate school health service has resulted in immunity from certain diseases and the correction of physical defects. It has contributed to the lowering of the death rate. Physical education is indispensable for the normal growth and development of youth. When children and young people are denied the growth and health which come from physical activities in educational institutions or in community life, the saving in such expenditures may be more than offset by the increase of costs for hospitals, reformatories, and jails.

Kindergartens have been dropped from the program of education in some communities. This is not economy. It is unwise to deny the services of the schools to young children during a period of depression. It is precisely at this time that their homes are least able to care for them and to provide for them the activities and social contacts which are essential for their normal growth and development.

Night schools have been abolished in many school systems. This is not economy. When young people and adults are sufficiently ambitious to spend their time outside of the working day in an effort to improve their status through educaadu per servi por hou pro

pat

tion

der

esp

of

re-

cat

be haviliz of

It It inj

mi

255

too

boy

pu the ris ecc sel

om

of of lie act est but ex tun

ist the ex be th tion, society loses in the long run if it denies this opportunity to them. It is especially important during the period of the depression that opportunities for re-training and for educational and voeational guidance be provided through night schools.

art,

onal

ion-

hese

into

and

date

and

mal

by

her

the

the

op-

-[77

ing,

vor.

as

eds

So-

not

ial-

ion

ies.

ool

ity

ion

ted

ys-

the

th.

de-

me

in-

ng

an

OS-

m

m-

n-

ols

e-

at

m

ıd

or

in

11-

re

t

1-

All services which are available for adults should be strengthened during the period of the depression. More library service is most certainly demanded. Opportunity for re-training during daylight hours for those out of work should be provided. More opportunity for participation in activities which will build and maintain the morale of our people is essential.

The length of the school term should be maintained and extended. We now have the shortest school term of any civilized people in the world. The cutting of the school term means the denial of opportunity for education to American boys and girls. Now is the only time during which these children can be educated. It is not economy to cut the school term.

Economy Without Injury to the Child
Some economies can be effected without
injury to our children. Significant economies may be made in operation and maintenance of the school plant. Good administration has discovered methods of
assigning work and of training the custodial personnel efficiently, methods of
purchasing fuel and other supplies, and
the economical handling of insurance
risks, which have resulted in substantial
economies.

In general, better administration of schools through more adequate budgetary practice may be expected to result in economy. In every school system the board of education should adopt the program of activities to be carried on by the public school system. The unit cost of each activity should be determined. A sound estimate of revenues should be made. The budget should show a balance between expected revenues and estimated expendi-Those responsible for the administration of the program should accept the control imposed by the budget. expenditure should be made that has not been authorized, and in no area should the budget estimates be exceeded. When

this form of control is instituted, economies which were planned at the time of the adoption of the budget may reasonably be expected to be carried out.

Economy may be effected through the more complete utilization of plant and equipment already provided, and through economy in new construction. In many communities, through the lengthening of the school day and the reorganization of the program, more children can be accommodated in the buildings already available. In new structures, expert planning will reduce the number of cubic feet required per pupil. Economies through the use of less expensive materials, through the elimination of useless and costly mechanical ventilation, and through the better adaptation of the building to the school program, are clearly indicated.

Economies have been effected in many school systems by increasing the size of classes. Where classes have been small this increase may be justified. However, in any of the larger school systems classes are already overwhelmingly large,—in some cases so large as to make efficient teaching impossible. It is necessary to note as well that increasing the size of classes reduces the number of persons employed, and particularly the number of younger and more vigorous persons normally recruited for the teaching profession.

In increasing class size, distinctions must be made among the types of work done. A class in group singing may very well include one hundred or more children. It is no uncommon practice to find a group of from sixty to a hundred children at work in groups in a large gymnasium under the direction of a competent teacher of physical education. Education is an individual matter. When class sizes are increased, the preservation of opportunities for boys and girls is dependent upon an increase in the services of guidance and adjustment made available outside the classroom.

Salary Cuts Justified

There is justification for salary reductions in line with the decreasing cost of living. American teachers are members of a profession rendering a service fundamental to the public welfare. Maintenance of this service is in their judgment paramount, and rather than deprive children and society of its benefits teachers have been willing to accept decreases in their salaries.

Salary cuts should not operate, however, to deny advancement to younger teachers. It is particularly important in the current social and economic situation that teachers be sufficiently supported to enable them to continue to add to their professional competence. It is also vital that the supervisory service primarily responsible for their growth in efficiency in the art of teaching be maintained at a high level. When salary reductions reach the alarming proportions already to be found in some areas, there is grave danger of distress and discouragement not justified by the total economic situation.

Broader Basis of Support Necessary

Even with all possible economies effected, there will be many local school systems unable to maintain their schools on any adequate basis. This may be due to their dependence for support upon revenues available from a property tax in a tax district of very restricted size. We have long recognized the obligation of the state to provide equality of opportunity for all the children within its borders. The necessity for revising the present inadequate system of support is emphasized by the present economic situation. The state has the possibility of developing its revenue system even during this

period of depression to a degree not at all available to the several districts within its borders.

The methods of measuring the needs of each locality for school support and of their capacity to pay are well established. If a reasonably adequate program of education is to be provided for all children, the state should guarantee its support and equalize the burden necessary for its maintenance. The revision of the present systems of state support and of the distribution of moneys to local school districts should be undertaken during the current sessions of the Legislatures in most of the states of the Union.

buffi

q

as

aį

er

re

tic

of

ni

as

th

ha

fes

tea

tiv

to

th

ity tra tio

Ma clo to

in portea ing of

tra

The emergency calls for action both by the states and by the federal government. Emergency loans to the states for the maintenance of their systems of public education are just as certainly necessary as is the extension of credit to railroads. to banks, and to agriculture. A lack of educational opportunity in any state is a menace to the life of the nation. hundreds of thousands of American boys and girls who are today being denied their educational birthright will determine the kind of society in which we shall live before another score of years has passed. The very nature of our economic system. with its concentration of wealth and income in our large industrial centers, renders both equitable and necessary the larger participation by the federal government in the support of public education.



Supervision of Classroom Instruction

IN THE SECONDARY SCHOOL

By Emmett Ellis

THAT efficient and constructive supervision of instruction in the secondary schools is essential for the highest degree of classroom instruction cannot be successfully denied. This conclusion is based upon the authoritative statements of well and favorably known experts in the field of secondary education. In support of the foregoing statement, the following quotations are pertinent.

all

hin

eds

ab-

ro-

for

tee

es-

ion

ort

eal

ur-

sla-

ion.

by

ent.

the

blie

arv

ads.

c of

is a

The

ovs

heir

the

live

sed.

em.

in-

ren-

the

rov-

nea-

"If, therefore, the great body of teachers which is as yet so very largely unprofessional is to become more efficient from year to year, as it should, then certainly some supervision agency must be set up whereby teachers in service may be systematically trained in connection with the performance of their regular duties."

regular duties."1
1. Nutt, H. W., The Supervision of Instruction, 1920, Houghton Mifflin Company, Boston, P. 5.

"Supervision, although a part of the educational program for several decades, has only recently won recognition as a specialized phase of that program. Now, therefore, it is recognized not only as a specialized field, but also as the foundation upon which all programs for the improvement of teaching must be built."

2. Barr, A. S., and Burton, W. H., The Supervision of Instruction, 1926.

D. Appleton and Company, New York, P. 1.

"Unfortunately the great mass of teachers have had no more than a minimum of professional training, while even in the best teacher-training institutions very few prospective teachers know in advance and are able to prepare for the specific positions which they eventually come to occupy. "

"Thus, it comes about that the great majority of teachers need constant professional training; a need which has led to the organization of systematic professional supervision." National Conference on Educational Method. Year-book—Educational Supervision, 1928. Pp. 3-4.

"The need of supervision is real..... Many of the recent city school surveys disclose the fact that weaknesses are due largely to lack of supervision."

 Foster, Herbert H., High School Administration, 1928. The Century Company, New York. P. 253.

"The purposes of supervision are to be found in the actual need that exists for two important types of service; first, helping the teacher with her work; and, second, co-ordinating the work of the many teachers and schools of a system."⁵

 Sears, J. B., Classroom Organization and Control, 1928. Houghton Mifflin Company, Boston. P. 348.

"Neglect of the supervision of teaching in the secondary schools is due in part to a mistaken belief in the thoroughness of the training of teachers in this division of our educational system, plus a conviction that thorough academic training is a guarantee of teaching efficiency. The belief in the thoroughness of academic training of high school teachers is not supported by the facts in the case. It is not unusual for teachers to be assigned to subjects in which their training has been exceedingly meager. the seriousness of the immediate problem of improving the work of the teachers who are already in the schools is at once apparent."6

ready in the schools is at once apparent."6
6. Knudsen. Charles W., Evaluation and Improvement of Teaching (in the Secondary Schools), 1932. Devided, Doran and Company, Inc., Garden City, New York, Pp. 14-15.

Obviously, therefore, there is a place in a well organized program of secondary education for the supervisor of classroom instruction. Constructive supervision of classroom instruction is essential if the teacher is to grow in knowledge and skill. While this applies to all teachers alike, it is particularly true in the case of either an inexperienced or poorly trained teach-Placing an inexperienced or poorly trained teacher in the classroom and demanding a high type of service is as unwise as leaving a patient in the hospital wholly in the care of an interne. The value of supervision depends, however, upon the training, skill, and good judgment of the supervisor. Up to the present time supervision of instruction has been woefully neglected. This condition is due mainly to two important factors. First, it has been falsely assumed that the secondary school teacher is a trained expert when he leaves college, and, seeond, there has been and still is a lack of persons trained in the art of skillful supervision. Satisfactory results will be obtained only when the best available teachers are secured for the secondary schools and a co-operative program of professional-like supervision has been established.

Summary or Conclusions

The following summarization affords the basis for further consideration of the problem of supervision of classroom instruction in the seconday schools.

- Supervision of instruction is essential for a high degree of classroom efficiency.
- 2. The work in supervision should be

done only by those who have had specific training in this particular field.

- In the smaller schools the work of supervision rests primarily upon the superintendent or the high school principal.
- 4. In any event, the chief administrative officer of the school should be trained in the technique of classroom supervision since the responsibility of directing the supervisory program rests upon him.

No atti

per on to

and is t

are

is I

to

for

sel

not

age

roo

hin

sup

by

fac

con

jus

bet

ing

chi

dis

by

rela

noi

In

to

una

Th

the

cor

sha

wo

fer

sid

an

rea

goi

sel

bet

ou

tar

cor

WO

ma

sta

cho

and

stu

I

A Meal For A Dime

AND IT'S FREE TO THOSE WHO HAVE NO DIME.

By Irene Appleman.

MOTHERS WHO FRET because "Junior just won't eat" should visit West Park School, Moberly, Mo., some noon hour.

Out there there is no begging to "eat so you'll grow big like daddy" or giving of bribes to pep up jaded appetites. Each day at noon some eighty boys and girls eat heartily and with no coaxing whatever, the simple, wholesome meals placed before them.

There is no grumbling because cookies are missing or because the meat is roast beef instead of steak. Milk is drunk without protest. If gravy instead of butter is served with the hot biscuits, there's no argument.

And when the meal is over a dozen willing helpers hurry for the tea towels, dish pars and soap.

In fact, if the noonday picture could be taken with no thought of the conditions the serving of such a meal represents, it would be a sort of Utopian dream.

For the West Park Parent-Teacher Association is finding its experiment in lunch serving, an experiment started in December. a success beyond expectations and highly interesting.

The lunch scheme grew out of a need for a better nourishment for many of the pupils, a need which is particularly acute this winter.

Many of the children of the West Park district, where perhaps 80% of the town's indigent families live, never really have enough to eat and this year most of them were getting even less than usual. The P. T. A. under the leadership of Mrs. John Reynolds, the president, worked out a plan whereby hot lunches could be sup-

plied these children for at least a part of the winter.

Children absolutely unable to pay (their names being Ok'd by the Public Welfare Society and the P. T. A.) are served free of charge, and those who can afford a small charge, pay ten cents a meal. About forty children are in the first group and about forty others eat each day and pay.

The meals are cooked by the West Park mothers and served under their supervision, assisted by the teachers. Volunteer assistance has come from P. T. A. members of other districts, ministers' wives and women of the district who are not P. T. A. members.

Donations of food have been so generous that the money received for the meals has not only paid for the other food the P. T. A. has bought, but has also bought tablecloths. Contributions so far have included several bushels of potatoes and turnips, apples, milk, given daily, flour, ice cream, green beans and hogshead cheese.

Divine blessing is asked each day at the opening of the meal by one of the children.

The ten cent charge is no indication of the excellence of the meal. For instance, here for three sample menus:

Menu 1: Sausage, mashed potatoes, turnips, gravy, hot biscuits, apricots, muffins and buttermilk.

Menu 2: Baked beans, potato salad, corn, cheese and crackers, biscuits, butter, ice cream, cake and milk.

Menu 3: Roast beef, noodles, cabbage and carrot salad, biscuits, milk, apple pie.

Social Adjustment Through Student Organization

Mrs. Agnes Langston

A MONG THE MANY challenging problems confronting our schools today one of the most vital is that of social adjustment. No student can have the right emotional attitude if he feels himself out of touch with the life that is going on around him. The personal unhappiness of such students is reason enough for our doing everything possible to bring about happier relations between them and the other students. But a further reason is the fact that serious problems for the school are often the results of this unsocial attitude. This is especially true in junior high school.

tra-

ass-

on-

ory

art

eir are

ree

la

out

ind

ay.

ark

er-

ıın-

A.

rs'

are

er-

als

he

ht

ve

nd

ur.

ad

he

il-

of

ce,

es.

ıf-

id,

Pr.

ge

ole

When a teacher sees that a certain student is not adjusted to his school life, the first thing to do of course is to find the underlying cause for it. This may be evident in the child himself or in his home conditions. Even if it is not easy to find the reasons, there are various agencies to call on for assistance:-the home room teacher with all her personal data about him, the visiting teacher, the principal or supervisor, perhaps a psychiatrist. So that by making a study of the individual a teacher can reach a pretty fair conclusion as to what factors have brought about the undesirable condition. But the real difficulty is to know just what to do in each case to make things Obviously the school cannot mend broken homes, cannot do much toward changing home conditions, cannot erase from a child's life previous experiences that have had disastrous results.

But the school can help to a great extent by bringing the unsocial student into a closer relationship to the life of the school and into normal, friendly contact with other students. In our school we have found that a good way to do this is to find a place for the socially unadjusted pupil in our student organization. The backward, the extremely self-conscious, the handicapped, the dissatisfied, inferiority complexes,-all these are helped by having a share in the business of the school and by working side by side with their school mates in the accomplishment of their tasks. Conferring with teachers on subjects entirely outside themselves, meeting other students on an entirely impersonal plane, and feeling a real responsibility for some part of the life going on around them, students forget themselves to a great extent and become socially better adjusted.

Out of our 850 students 225 hold offices in our student organization, ranging in importance from student president to member of a committee. (Sometimes committee members work as hard as the president.) Of course many of these offices are elective and the outstanding, capable, well-adjusted students are chosen. But many of the offices are appointive and it is quite possible to put in those places students who are helped by the job as well

as who can do the job. All these officers and committee members and helpers are given real work to do some place in the school organization, for which work they and they alone are responsible. A student election is held twice a year so that all positions are shifted and many students are given opportunity to share in the work. Our assemblies are a part of our student organization and it is our aim to have every student in school appear in assembly at least once each year.

A number of special cases may show definitely how we try to help Jarrett students in this way. Jane had come to us in the middle of the year from a little town. Her natural shyness was intensified by this change from a very small school to a very large one. She did not get acquainted easily although her good scholarship was admired from the first. A few weeks after she came she was made registrar at a school election. The ice was broken. After that in her quiet way she was as much a part of the life around her as any

Cora is a pretty girl, neat and attractive in appearance. For some reason, however, she seemed to keep away from the others. On the playground she stood apart, in the halls she walked alone, her face was almost always grave. Last quarter she was made sponsor of a seventh grade sewing club. Her club was composed of five timid little girls. Cora brought material for them, taught them how to make handkerchiefs, and laughed and talked with them while they worked. The little club girls looked up to her, seemed to think her knowledge was remarkable, and called to her whenever they saw her any place about school. This semester Cora is usually to be seen with other girls. Her poise has increased and she seems much happier.

Hazel is a delicate girl who has suffered several mastoid operations and had to drop out of school for a long time. She has a slow hesitating speech and sluggish manner. Last year she had one close companion who was always with her. This year that girl is gone and Hazel is a lonely figure. Last semester she belonged to a very small club, only six members. When this club gave an assembly program Hazel worked very hard helping to put it over. She was given a poem to read and a part in a pantomime. After that program her face shone for days. Some time later she was walking with her club sponsor, who is also one of her teachers, and she said, "I just love for Thursday to come cause then I have you twice."

Edward did not like school—that is so far as his classes were concerned. But he had been put on the library committee and how he did love to work in the library! Nothing else about the whole school seemed to be of interest to him, but he would work in the library before and after school and when he had any free time during school. The librarian said she never had a better helper. He got along well with all the students, and in spite of his dislike for his studies he finished the

junior high school.

Phillip was an habitual truant. He did not dislike school so much, but he was so indifferent about it all that he would rather do anything else than come to school. He had no close friends and did not mix with the other boys at all. Almost every time the visiting teacher came she had to go see Phillip's mother about an absence. His mother's attitude was always the same. She wanted Phillip to be in school, but she did not know what to do. "He likes to work with his hands" she said one time. "Don't you have any real work up there you could give him, scrubbing floors or something like that?" His absences were usually caused by his going out to his father's farm on the edge of town and working around out there. We put him on an office committee and really kept him busy that period he spent in the office every day. He became very proficient in running the mimeograph machine, and would come in early in the morning or stay after school to run off copies of any needed material. Phillip's attitude did change. He stayed in school, he tried harder in his lessons, he was friendlier with every one.

The most hopeless-seeming case of a pupil who could not get along with the other pupils or the teachers was Rita. Because of an operation and resultant poor health this girl had done her school work the previous year with a private teacher. She had an exagger-ated opinion of the notice other children took of her, thought they talked about her, said they smiled every time she recited, complained of their being unfair to her in various ways. She was quick to think a teacher disliked her. She refused to recite sometimes, would not do her share of work in the foods room, walked out of the library without permission. And for all things had some excuse that tried to make herself the injured party. At first she had no friends and it looked as if she never would have. She didn't like any of her teachers and had some special difficulty with nearly every one of them. Her mother humored her and thought the teachers did not understand her. Yet Rita was a very pleasant and agreeable girl at times, and it was evident that she really wanted friends. We decided to put her to work every morning at the home room period, going around to different rooms to check on students who were absent. She was very much pleased and from the first was regular and prompt every morning. At first there was a little inclination to giggle nervously at the other students coming and going in the office, but that soon disappeared. She became natural and business-like in her duties. Her manner toward the teachers began to change. She lost much of her self-consciousness, and seemed to think of other things than herself.

She began to improve in her studies, was more willing to recite and did not fear she would be ridiculed. Just before Christmas her expression teacher, who had taken great interest in her, suggested that she give a reading, a Christmas story, to one of the clubs. She learned and recited a part of "Why the Chimes Rang". Rita did this so well and with so little nervous embarrassment that her expression teacher and the girls' advisor clasped hands in appreciation of a result they had scarcely dared hope for. Soon Rita was a happy student, going around school with a real chum, and was friendly with all the other girls. She was happy in her classes; even in the ones she did not like so well she was trying to do the best she could. She confessed that she had not liked this or that teacher at first, but now she liked them all. When her family moved away recently, Rita left our school with real regret, and her teachers and the group of students she knew felt sorry to see her go.

1

che Tea

lege

pre

ses

soc

ven

sele

olir

Cla

I

onl

woo

pla

trav

call

to n

tion

sult

the

Wh:

sign

gun

TI

1

These are only a few of the students whose social adjustment has been quite plainly helped by their having a real share in the organization of the school. That many others are helped in varying degrees in our firm con-viction. This was brought to my mind recently by a mother who stopped me to tell me that she was so pleased that her boy, Raymond, was taking more interest in the activities of the school outside of his lessons. Raymond is a tall, good looking boy of a well-to-do family. He is an honor student and has all the desirable characteristics of a fine boy, but he is intensely reserved. His mother said he never talked about school at home. She had to ask questions to get him to tell her anything at all about his studies or anything going on at school. However, with all his home conditions so favorable and his natural endowments so pleasing we did not give him the important job of being chairman of a committee to get the absences a certain period because we thought it would benefit him, but because we knew he would do the job faithfully and well. So it was somewhat surprising to hear that in reply to his mother's expression of pleasure at his increasing interest in the activities of the school Raymond had said, "Well, you can just thank the teacher who gave me the first job. I never would have done anything if it hadn't been for her.

With every effort that we make in this way there are some discouraging results. We do not pretend to think that we have perfectly adjusted every student who is socially unadjusted by giving him a job in the organization of the school. Nor do we think that this has been the only factor influencing those who have improved. But we do believe that this is something definite to do and that it does help socially unadjusted students to live a more normal, happier school life and to have a better attitude toward their fellow students and teachers by working with them for the interest of the school to which they all be-

ong.

Important Notice To All Schools With Orchestras

The Missouri All-State High School Orchestra, sponsored by the Missouri State Teachers Association, the State Teachers Colleges, and the University of Missouri, will present it's annual program at the general session of the Missouri State Teachers Association in St. Louis, Friday evening, November 10, 1933.

The program will consist of the following

selections:

more ld be pres-

st in

g, a

She

imes

h so

ores-

sped

had

as a

real

rirls.

ones

o do

she

but

mily

with

p of

hose

lped

iza-

are

con-

re-

tell

boy,

the

ons.

vell-

and

fine

tell anyall

natgive of

tain nefit job

er's

ond

ave

vay

do

etly

ad-

ion

has

vho

his

oes

a .

ave

nts the be1. Symphony, No. 1 (C Major) by Beethoven.

Adagio Molto—Allegro con brio Andante Cantabile con Moto Menuetto—Trio Adagio—Vivace

2. Suite de Ballet-by Gluck-Mottl.

Iphigenia in Aulis Orpheus Armide Finale

Instrumentation: First Violin, Second Violin, Viola, Cello, String Bass, Flute, Oboe, Clarinet, Bassoon, Trumpet, Horn, Trombone, Tuba Percussion.

If the orchestra is to be properly balanced, only a relatively small number of brass and woodwind players can be used. You are asked therefore, to list at least one string player if possible. Good Oboe, Bassoon and Viola players will be particularly needed.

During the month of April a players ranking sheet will be mailed to Superintendents and Supervisors of Music, It is desired that this sheet be filled in and returned to the undersigned not later than May 10th.

The following conditions for participation in the orchestra are understood and agreed

to:

1. The player must be a bona fide high school student from a school maintaining an orchestra of not less than sixteen members.

2. He must be musically competent.
3. He must agree to practice the above program not less than five hours per week from the time parts are mailed to him until the date of performance.

4. He must pay his own expenses to and

from and while in the city.

5. Performers will be chosen on the basis of the ranking of the local director, so far as the proper balance of the orchestra will permit.

Orchestrations will be furnished by the Missouri State Teachers Association.

7. It is obligatory that players attend all rehearsals as scheduled by the director, while in St. Louis.

J. C. Brandt, Manager All-State High School Orchestra State Teachers College Cape Girardeau, Missouri

What is the truth about chewing gum?

Forward Looking

business groups shun extravagant statements. They call upon great Universities to make impartial investigations of their product. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of Chewing Gum Manufacturers

Does it affect health?

TEACHERS want to impart truths. Honest manufacturers desire to state truths. But practically all that anyone has known about chewing gum up to within a few years ago is that it is wholesome and pleasurable. Now scientific discoveries are throwing a new light on the important relation of chewing gum to mouth health. And experiments point to the fact that by enjoying a fresh stick of gum five to ten minutes after at least two meals a day, you can help lessen decay of teeth and reduce formation of tartar. There is a reason, a time and place for Chewing gum.

VERNON COUNTY STRONG IN RHYTHM BAND WORK

Vernon County Rhythm Bands are of great benefit to the pupil and have proven to be of value to the various communities in which they are organized. They furnish entertainment for school as well as community programs, says County Superintendent R. V. Holmes.



Nash School Rhythm Band pictured above will appear on the program of the Vernon County Chorus to be given early this spring at Nevada, Missouri. This band played at the demonstration meeting last fall and has assisted in community programs.

Every pupil of the school is a member of the band. Little Zona Nell Lyons, three and one-half years old, is the "Director." Mrs. Letha Cox, teacher of the school, takes great interest in this form of school work.



University City Bank Bldg., St. Louis, Mo. THE FASTEST GROWING PLACEMENT BUREAU

IN MISSOURI!

No Teacher Enrolled Without a Personal Interview

Every teacher who is interested in a better position will be personally interviewed by one of our 5 representatives.

Personal Work on Vacancies in Your Behalf

When a vacancy occurs we endeavor to work personally with the hiring officials— No other organization offers a similar service.

To Boards and Superintendents:

Our 5 field representatives will give you prompt personal service on all your vacancies.

TEACHERS' SERVICE BUREAU, University City Bank Bldg. St. Louis, Mo.

I am interested in your method of placing teachers and should like to interview the representative in this territory.

HEALTH EDUCATION CONFERENCE

The American Child Health Association will hold its seventh annual conference in Ann Arbor, Michigan, from June 20 to June 24 inclusive, at the invitation of the University of Michigan, Summer Session. At this conference the discussion will center on practical problems in the school health program in teacher, secondary, and elementary education. Problems will be selected which have a common vital interest to all agencies in any way con-nected with school health activities.

The arrangements for the conference are under the direction of Miss Anne Whitney, Director of Educational Service, American Child Health Association, 450 Seventh Avenue,

m

le cl

se cl T

tv

C

V

H

M

New York City.

OFFICE OF EDUCATION, WASHINGTON, D. C., ISSUES EMERGENCY BULLETIN

Emergency Bulletin Number 2 of the Office of Education, Washington, D. C., is mimeographed information bearing on the school situation throughout the United States for the purpose of swiftly communicating the important facts of educational news to the educational leaders. From Bulletin Number 2 we glean the following brief notes of information.

In the United States Congress, Senator Nye has introduced a bill to promote elementary education in rural areas of the United States.

Representative Dyer has introduced in the House a bill to authorize R. F. C. loans to

NATURE ACTIVITY READERS

By

PAUL GREY EDWARDS

Supervisor of Science, Chicago Public Schools

and

JAMES WOODWARD SHERMAN

Lavishly illustrated in color

OUTDOOR LAND Book II THE OUTDOOR PLAYHOUSE 76c Book III THE OUTDOOR WORLD

These books are for Grades I, II and III respectively. Book IV, "Earth and Sky," and Book V, "Forest Families," are in advanced preparation. These will be for the fourth and fifth school years.

These books follow closely the most authoritative courses of study in this country. The series as a whole presents a complete course in Nature study and elementary science.

LITTLE, BROWN & COMPANY

34 Beacon Street

221 East 20th Street Chicago

for high school classes in World

CE

n will

Ann

ersity

con-

m in

ation.

nımon

con-

e are

itney,

erican

enue,

TON,

Office

imeo-

chool

s for

e imedu-

2 we

ation.

Nye

ntary

tates.

n the

20

80

n.

a-

re

V

IN

History THE MARCH OF CIVILIZATION

by

Jesse E. Wrench

Professor of History, University of Missouri

The author presents the story of the development of man from pre-historic times down to our own day. Each chapter has many problems and practice exercises. Before each chapter is a paragraph which in a few sentences touches the high points of the

The same material may be had in one volume—"The March of Civilization" and in two volumes—"Ancient and Medieval Civilization" from the Beginning to the Fall of Constantinople (1453) and "The Modern World" (1918-1918)

World" (1453-1931).
DIRECTED STUDY WORKBOOK IN WORLD HISTORY has been prepared by Professor Elmer Ellis of the University of Missouri to accompany THE MARCH OF CIVILIZATION.

your correspondence is invited

CHARLES SCRIBNER'S SONS

320 East 21st Street, Chicago, Illinois

LANGUAGE SUMMER SCHOOLS

with College Courses and American College Orecids

SUPERVISED STUDY
INDIVIDUAL TUTORING
IDEAL ENVIRONMENT
FOR LANGUAGE STUDY
INTERESTING TRAVEL
THE OPEN ROAD INC.

36 WEST FORTY FIFTH STREET NEW YORK CITY

GRAY HAIR

RESTORED TO NATURAL COLOR
-NOT A DYE

Dr. Hajis Method (Keeps Men and Women young). Guarantees to restore your hair to natural color. SPECIAL OFFER. Send \$1 for \$1.50 size bottle. Mention Shade of hair. Sent in plain package. Write for FREE booklet. HAJIS LABORATORY, Dept. D-3. St. Paul, Minn.

private colleges and universities of higher learning.

Representative Kelly is sponsoring a bill to establish a University of the United States. Illinois has adopted a three per cent sales

Schools in Alabama are reopening in the prospect of relief thru an extra session of the legislature recently convened for the purpose of relieving the schools.

The Maryland legislature is considering a bill reducing salaries from ten to fifteen per cent. Teachers who have salaries of \$1200 or less would be reduced 10% and teachers of salaries of \$3600 or above would be reduced 15%. Between these extremes salaries would be reduced from eleven to thirteen per cent.

The Child Labor Amendment to the Federal Constitution has been approved by Ohio, Oregon, Washington. North Dakota, California, Arizona, Wisconsin, Montana, Colorado, and Arkansas. This Amendment gives Congress full power to regulate and prohibit labor of persons under eighteen years of age. Its ratification will mean the return of several million children to school and the reemployment of many thousands of teachers and of many jobless adults.

New York is considering luxury and amusement taxes which will produce about \$40,000,000 in order to avoid a cut in the state support of education.

In Georgia Governor Talmadge has ordered a blanket cut of 25% in all state departments for the remainder of the year.

Hundreds of unemployed teachers in the City of New York, it is believed will be put to work by the elimination of multiple job holding in that city. It is thought that perhaps 2500 of New York's unemployed teaching army will get at least temporary work in an emergency education program which calls for precourses for persons seventeen years of age and over.

MRS. MARJORY WILSON TO DENVER U. FACULTY

Mrs. Marjory Wilson, president of the Santa Fe Players has been added to the staff of the Santa Fe Art School connected with the University of Denver, for the summer school session this June.

SAINT LOUIS UNIVERSITY

SUMMER SESSION

June 19th to July 29th

Special Courses for Teachers Graduate and Undergraduate Courses Offerings in Twenty-four Departments

For Summer Bulletin, Address

DIRECTOR OF THE SUMMER SESSION

Saint Louis University Saint Louis, Mo.

She will instruct in the courses of Dramatic Art and will offer both elementary and advanced courses in stage design, lighting, and acting. The technique of play production will be one of the specialized advanced courses.

Mrs. Wilson is an artist of note and before coming to Santa Fe taught in the east where she has gained much prestige among dramatists, Dean Kay-Scott of the Chappell School stated.

"We are enthusiastic regarding Mrs. Wilson's plans for the summer art school," he continued, "since her work with the Santa Fe Players has been an asset to Santa Fe and the artist colony of that city."

A. L. RYMER WITH KEYSTONE VIEWS

Mr. A. L. Rymer who is known by school people throughout Missouri and who for many years has represented one of the leading publishing houses, announces his association with the Keystone Views Company of Meadville, Pennsylvania. Mr. Rymer has taken a position with this company as its Missouri representative, and will now devote his entire time to promoting visual education in the schools of the state.

NEW BOOKS

EDUCATIONAL LEADERSHIP—PROGRESS AND ITS POSSIBILITIES, Eleventh Yearbook of the Department of Superintendence of the National Education Association. Pages 528. Price \$2.00.

Our ventured opinion is that this is the most valuable yearbook yet issued by the Department of Superintendence, and they have issued several very notable ones. It follows that this book will, in all probability, and in spite of the depression, be the most sought for and most widely distributed of any of their publications. It is the result of the work of a commission of ten educational leaders appointed by President Norman R. Crozier three

LINDENWOOD COLLEGE

For Women

FOUNDED 1827 ST. CHARLES, MO.

Fees have been reduced.

For catalog and beautiful view book apply

JOHN L. ROEMER, President Box SC-33 St. Charles, Mo. years ago. The work itself is ample evidence of the effort the committee has put forth in compiling in a most attractive and usable form the best thought on the subject under consideration.

n

SI

Al comit

It presents a philosophy of educational leadership which stresses both the cooperative and individual aspect. It points out and pictures the dynamic character of society, showing that leadership must constantly adjust itself to meet developing demands. One chapter traces the fascinating development of American education. The problems of leadership in all types of school systems are fully discussed and the volume closes with a self rating device whereby a superintendent may evaluate his own progress in terms of principles set forth in the volume.

No general library on education should be lacking this outstanding contribution to educational literature, and there is no private educational library but would be enriched by

the addition of this volume.

THE GREAT TECHNOLOGY, Social Chaos and the Public Mind, by Harold Rugg. Published by the John Day Company, New York. Pages 308. Price \$2.50.

Those who have working in their minds the hope and the belief that by some magic of administration, we will be able to go back to the allegedly "good old days of 1929", will have all the foundation for such a belief taken



Garage opposite Quincy Street entrance

out of them by reading this book by Harold Rugg. While the book is not an exposition of the theories of technocracy, the publishers specifically denying that it is a book on technocracy, the author evidently has been inspired by the facts set forth in the technological survey of the country, and much of the book is based upon these and similar facts. The captions to the six divisions of the book perhaps offer its best brief description.



4SAILINGS: From New York -June 23, July 14. From Montreal - June 30, July 7 CUNARD SERVICE

idence

rth in

usable

under

tional

opera-

it and

ociety.

ly ad. One ent of eaderfully a sel!

may

prin-

ald be edurivate

ed by

Chaos

Pub-

York.

Is the

gic of

ick to

will

taken

for

ers

siness o like

ings.

Teachations

at the

n the

Choice of 5 attractive itineraries each sailing.

PRICES from \$213

for a 31-day tour including popular third class steamship accommodations

to \$478

for a tour of 59 days duration. Write for literature.

If you wish somewhat more elaborate travel, there are 52 escorted "AMEXTOURS" of varying durations, costs and itineraries.

Sample tours are:

24-day tour at \$266.

42-day tour at \$452. 76-day tour at \$745.

Shipboard accommodations are tourist class.

Arrangements are flexible. Send for booklet.

AMERICAN EXPRESS

Travel Service

1010 Locust Street

St. Louis, Mo.



Foremost Conducted Tours

250 to choose from.
26,000 Satisfied Clients.
Small Parties. First Class
Hotels. More motor travel.
All expenses land and sea

COLLEGE TRAVEL CLUB 333 Michigan, Chicago, Ill.



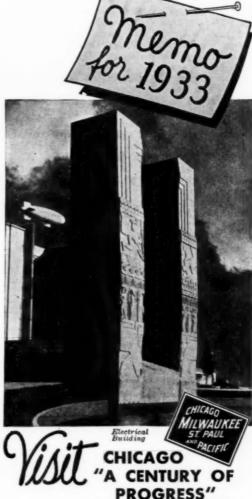
All-expense tour prices from \$260 to \$979 include round trip ocean passage, hotels, meals, travel in Europe, guide service, motor trips missions to galleries and museums—even your tips! Write for Free Booklet THE TRAVEL GUILD. TNC., 180 No. Mich., Chicage. 521 Fifth Avs., New York

FRENCH SUMMER SCHOOL EN GRENOBLE with COLLEGE . COURSES . AND . AMERICAN COLLEGE . CREDITS

SUPERVISED STUDY INDIVIDUAL TUTORING COURSES BY OUTSTANDING FRENCH PROFESSORS IDEAL ENVIRONMENT FOR FRENCH STUDY

·Interesting Travel in France.

SE WEST FORTY FIFTH STREET HEWYORK



PROGRESS" The Educational Opportunity of Your

Lifetime June 1-November 1

MAO . N. E. A. CONVENTION Educational Week at the Fair

July 1-7, incl.

Low Fares Via The

MILWAUKEE ROAD

Travel by train-enjoy Convenient, Comfortable, Courteous Service.

All-expense economy tours of varying length.

For information and "World's | Fair" folder, write—

W. B. DIXON, General Passenger Agent 319 Union Station, Chicago, Ill.

AMERICA'S LONGEST ELECTRIFIED RAILROAD

Part I is "Modern Civilization at the Crossroads" and the chapters under this division are "The End of an Epoch?", "Social Chaos and the Public Mind." Part II is "Building Competing National Production Systems" in which division are discussed "The First Induswhich division are discussed The First Indus-trial Revolution: The Rise of the Machine", "Surplus Profits, Competition and Exploita-tion", "The Second Industrial Revolution and the Great Technology", "Laissez-Faire and the Myth of Consent", "The Problem of a De-signed Economic System". Part III "Pathways to Tomorrow" discusses "Politicians and Palliatives", "Plans for a Controlled Private Capitalism", "Axioms for the Great Technology". Part IV deals with "Reconstruction and the Public Mind". Part V, "Educational Reconstruction" discusses "Liquidating Intelligence: The Politicians and the Educational Budget", "Education and the White Collar Class", "Education for the New Social Order". Part VI is composed largely of bibliography of current readings on the subject of technology. One of the very interesting parts of the book is contained in the appendix and is called "Plans for Economic Reconstruc-

EUROPE as low as \$192.00

Round trip steamer & all expenses abroad incl
ORIENT — Two months — \$525.00
Honolulu—Yekohema—Tokyo—Nikko—Kyoto—
Kobe—Peiping—Shanghai
See Your local agent for folders or write to
CHICAGO TRAVEL HEADQUARTERS
10 So. La Salle Str. Tel. State 2889, Chicago

MAKE MONEY THIS SUMMER!

You can sell our new visual aids to schools: maps, globes, health charts. Write today.

DENOYER-GEPPERT COMPANY,

5235 Ravenswood Ave., Chicago, Illinois

5 COUNTRIES—32 DAYS—England, Holland, Belgium, Germany, the Rhine, France, Tourist Class on the ocean. Finest hotels in Europe. \$315 Write for illustrated Tour Book No. 8. Long-

er Journeys at proportionately low prices. 333 NO. MICHIGAN, CHICAGO, ILL.

THE NATIONS AT WORK

An Industrial and Commercial Geography Packard - Sinnott - Overton

Gives a complete industrial picture of each of the principal nations of the world, viewing the nations not as separate entities producing only for their own needs, but as component members of the great world community.

Up-to-the-minute factual and statistical material.

Unit-plan organization. Simple enjoyable style.

More than 600 illustrated subjects-part of the learning equipment. Many maps, including eight large two-page maps in color.

THE MACMILLAN COMPANY

List price \$1.72 2459 Prairie Avenue, CHICAGO, ILL.

WESTERN REFERENCE

AND BOND ASSOCIATION 228 Mfgs. Exchange Bldg. 8th & Wyandotte, Kansas City, Me. A TEACHERS PLACEMENT BUREAU A live and up-to-date Bureau placing teachers from

Kindergarten to University.

TEACHERS co-operative service places you immediately in contact with vacancies. Before joining an agency write us.

TEACHERS' EXCHANGE 648 Minnesota Ave. KANSAS CITY, KANSAS

NATIONAL TEACHERS for best schools and colleges ENROLL NOW

NATIONAL TEACHERS AGENCY, PHILADELPHIA, PENNSYLVANIA



25 SUPERIOR photograph cepies made for \$1.50. Copyrighted booklet, "How To Apply, with Laws of Certification of Western States, etc., etc." free to members, 50c to non-members. Every teacher needs it. Largest Teachers Agency in the West. We Enroll Only Normal and College Graduates. Branch Office: Minneapells, Minn.

GROUP LIFE INSURANCE

with the

NORTH AMERICAN LIFE INSURANCE COMPANY OF CHICAGO

is now available in amounts of \$1,000, \$2,000, \$3,000, \$4,000 and \$5,000

to

Members of the Missouri State Teachers Association who are under sixty years of age and in good health

INCLUDING: Superintendents, Principals, Teachers, School Board Members, Members of their several Families, and Other Members of the Association. (One does not have to be a teacher in order to join the Missouri State Teachers Association. Any person interested in the cause of education is eligible to membership.)

Features of the Insurance:

lolice. els

hy

al

in

- 1. Attractive Rates.
- 2. Total Disability Coverage up to Age Sixty.
- 3. Privilege of converting to other forms of insurance without further evidence of insurability.

For further information and application blanks write to Missouri State Teachers Association

E. M. CARTER, Secretary Columbia, Missouri

1933

SUMMER SESSION

UNIVERSITY OF MISSOURI

JUNE 12 to AUGUST 4

COURSES LEADING TO UNDERGRADUATE AND

GRADUATE DEGREES

DEPARTMENTS OFFERING SUMMER COURSES

Accounting and Statistics Agricultural Chemistry Agricultural Economics Agricultural Engineering Animal Husbandry Art, Theory and Practice Bible and Religion Botany Chemistry Classical Languages and Archaeology Dairy Husbandry Economics and Finance

Education A Educational Psychology B History and Philosophy

of Education C Educational Administration

D Supervision

E Agricultural Education F Home Economics Edu-

cation

G Industrial Education

H Methods in Various Subjects

I College Teaching

English Entomology

Field Crops French

Geography and Geology

Germanic Languages History

Home Economics

Horticulture Journalism

Mathematics

Music Nursing

Physical Education **Physics** Physiology Political Science Poultry Husbandry Psychology Rural Sociology

Sociology Soils Spanish Training for Agriculture and Home Economics **Extension Work** Veterinary Science Zoology

If you desire further information or wish to have a complete Summer Session Announcement, write to:

> Dean Theo. W. H. Irion, Director of the Summer Session, Columbia, Missouri 101 Jesse Hall.